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ABSTRACT

The paper describes a Norwich, Connecticut, program for gifted learning disabled students. After a definition of giftedness, a chart lists characteristics of gifted/learning disabled students, and a brief discussion examines application of the Enrichment Triad Model of Joseph Renzulli to this population. Other program information pieces include a list of sample performance objectives, key characteristics of action information, a comparison of various intervention strategies, the mentorship model of the Norwich secondary program, alternative sources for gathering information, a management plan for individual and small group investigations, anecdotal vignettes of program achievements, the student product assessment form, program enrichment materials, a sample activity, and the parents' and teachers' program evaluation questionnaires. (DB)

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Setting Up SHOP:

A Program For

Gifted/Learning Disabled Students

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Introduction

Participants

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Director of Pupil Personnel Services
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Norwich Connecticut Public Schools

Lois Huntley
Teacher of the Gifted and Learning
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Norwich Connecticut Public Schools

Program today is titled, "Setting Up SHOP". SHOP is an acronym for Search Handicap Outreach Program. Search is our district's program for gifted and talented youngsters. SHOP is a fitting title for the program.

Presented at:

Council for Exceptional Children Convention
Washington, D.C.
March 31, 1988

SETTING UP SHOP:
A PROGRAM FOR GIFTED AND LEARNING DISABLED STUDENTS

I. Program Overview and Rationale

A. "We Can't Excel at Everything"

B. Remediation vs. Enrichment

C. Challenge + A Chance To Excel = Increased Self-esteem

II. Identification

A. Identifying Learning Disabled Students

B. WISC-R Scores to Screen Gifted Students

C. Three-Ring Concept of Giftedness: A Way to Discover

D. Susan Baum's Evaluation Chart

III. Revolving Door/Triad Model - Adapted

A. Triad Enrichment: What Does It Mean?

B. A Comparison of Intervention Strategies

C. SHOP Model

D. The Interest-a-lyzer and Bulletin Boards

E. Appropriate Objectives for Students

IV. Action Information

A. Key Characteristics

B. Examples

C. Alternative Sources for Gathering Information

V. Evaluation of Projects

A. The Management Plan

B. Student Product Assessment Form

VI. What Do I Do With Kids Not Interested In Completing A Project?

A. Brainstorming

B. Decision-Making

C. Planning

VII. Program Evaluation

VIII. What We Can Do For You

Overview

We have had many opportunities to work with learning disabled students over the years. Our experiences have shown us that some students identified as learning disabled give evidence of unusual talents in spite of their identified disabilities. Many of these students seem unaware that they possess talents/abilities which set them apart from others. These students often lack in confidence in their work and in themselves. They are often frustrated for they do not perform well at what they think they should be able to do.

The main focus of special educational programming for this population is to improve and increase students' skills. The ultimate goal is to facilitate their integration into regular education programs. For many, this may necessitate classroom modifications in curriculum, grading, rate of performance, testing practices and the like. For the most part, these approaches are geared to assist students to compensate for their learning disabilities. Unusual talents/abilities may be acknowledged and may be viewed as an asset to a student with learning disabilities but rarely do these assets become the basis for instructional emphasis.

Our program is based on the premise that unusual talents are not an all-or-nothing state of being. It acknowledges that people are gifted at certain times and under certain conditions and that learning disabled students can display gifted behaviors. Our program also acknowledges that a student's level of motivation affects not only skill development but affective development as well.

Colette B. Trailor, Ph.D.

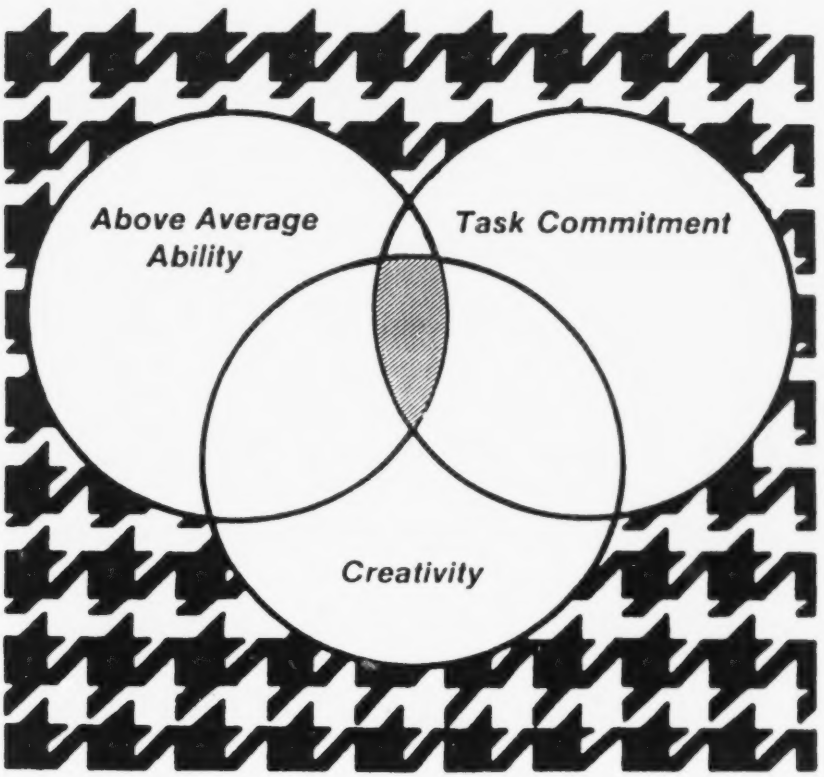
Definition of Giftedness

The definition of giftedness is an important prerequisite to developing program models. It is the foundation of the subsequent strategies and policies of successful programmatic implementation.

Giftedness is not viewed as a given trait; rather, it is a cluster of interactive behaviors. It consists of behaviors that reflect an interaction among three basic clusters of human traits - these clusters include above-average general and/or specific abilities, high levels of task commitment, and high levels of creativity. (See Figure 1) Individuals capable of developing gifted behavior are those possessing or capable of developing this composite of traits and applying them to any potentially valuable areas of human performance. Persons who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs.

Figure 1

WHAT MAKES GIFTEDNESS



From: School Wide Enrichment, J.S. Renzulli and S.M. Ries, Creative Learning Press, 1985

IDENTIFYING THE GIFTED AND LEARN

	ABOVE AVERAGE ABILITY	CR
Psychometric	Scale score on the Wechsler Intelligence for Children-R (1974) of 120 or more on Verbal or Performance tests.	Creati Gifted well tasks.
	Superior subtest scores in Similarities, Block Design, Vocabulary Comprehension, and Picture Arrangement.	Teache Self- sca
Developmental	Parent or teacher interview about interests and extra-curricular activities.	Interv ance of hu quest
Performance	Prizes won in competitions related to interest.	Comple
Sociometric		Peer's "cl "cr

Susan Baum (1984)

NING DISABLED STUDENT

REATIVITY	TASK COMMITMENT
ivity tests LD/ d do not score on flexibility .	Motivation and Learning Scales for Rating Characteristics of Superior Students (Renzulli, 1976).
er checklists report rating les	
view about avoid- techniques, sense mor, types of ions asked.	Interview parent, student about self-taught skills. Time spent on interests and products.
eted products	Extensiveness of collections.
s view - ass clown" azy ideas"	Peer's report pervading interests

SO, NOW WHAT DO I DO?

The Enrichment Triad Model of Dr. Joseph Renzulli consists of three parts, as you can see. Type I's include general exploratory activities. These should be based on student interest. Your identification process may have targeted these areas, or you may use action information to identify areas of interest for students. Action information will be explained later on in this packet.

Speakers, demonstrations, audio-visual materials, field trips, performances, are all appropriate Type I activities, particularly for learning disabled students who may not be good readers. It allows them to gather information in areas of interest while circumventing their weaknesses. In a regular gifted program, teachers select Type I activities based on current events, the interests of large groups of students, and the availability of speakers and resources. For the Gifted/Learning Disabled Program, Type I's are selected on the basis of the individual student interest and need. These experiences, however, may be offered to larger groups, such as the Gifted/Learning Disabled student's regular class.

Type II activities flow from the particular Type I activities for your student, but follow four major objectives which are:

1. To develop general skills in creative thinking and problem solving, critical thinking, and affective processes such as sensing, appreciating, and valuing.

2. To develop a wide variety of specific learning-how-to-learn skills such as observing, interviewing, conducting surveys, classifying and analyzing data, and drawing conclusions.

3. To develop skills in the appropriate use of advanced level reference materials such as Reader's Guides, Directories, Abstracts. Modern libraries contain many alternatives to written resources.

4. To develop written, oral, and visual communication skills that are primarily directed toward maximizing the impact of students' products upon appropriate audiences. Products students choose will allow them to display their strengths and circumvent their weaknesses.

These skills can be learned without reading, writing, or spelling. Interviews and surveys can be conducted orally; data can be recorded graphically, pictorally, and/or with the use of a computer program. At the end of this packet, you will find a list of materials available for teaching these skills.

Type III investigation is the culmination, the time when the student displays the characteristics of giftedness (above average ability, creativity, and task commitment) simultaneously. With teacher guidance, he or she defines an area of interest, a problem to be solved, and a way of finding and communicating answers to that

Programming Model

The Enrichment Triad Model: An Overview

The Enrichment Triad Model (Renzulli, 1977) is a three-stage model designed to provide an appropriate enrichment program for gifted and talented students. This overview will describe and attempt to show the relationships that exist among the three different types of enrichment (see Figure 2). The first two types, General Exploratory Activities and Group Training Activities, are considered to be appropriate for all learners; however, they are also important in the overall enrichment of gifted and talented students for a least two reasons. First, they deal with strategies for expanding student interest and developing the thinking and feeling processes and for this reason they are viewed as necessary ingredients in any enrichment program. Second, and perhaps more importantly, these two types of enrichment represent logical input and support systems for Type III enrichment which is considered to be the only type that is appropriate mainly for gifted students. Type III enrichment, entitled Individual and Small Group Investigation of Real Problems, is the major focus of this model and the proportions suggested in Figure 2 are intended to imply that approximately one-half of the time that gifted students spend in enrichment activities should be devoted to these types of experiences.

A. Type I Enrichment: General Exploratory Activities

Type I Enrichment consists of those experiences and activities that are designed to bring the learner into touch with the kinds of topics or areas of study in which he or she may have a sincere interest. One of the major objectives of Type I Enrichment is to give both students and teachers some hints about what might be a bona fide Type III Enrichment activity for a single youngster or small group of students who have a common interest. A second objective of Type I Enrichment situations is to assist teachers in making decisions about the kinds of Type II Enrichment activities that should be selected for particular groups of students.

B. Type II Enrichment: Group Training Activities

Type II Enrichment consists of methods, materials, and instructional techniques that are mainly concerned with the development of thinking and feeling processes. The objective of Type II Enrichment is to develop in the learner the processes of operations (the "powers of the mind") that enable him or her to deal more effectively with content. Over the years a variety of terms have been used to describe the thinking and feeling processes that are being categorized in this model under the general heading of Type II Enrichment. These terms have included

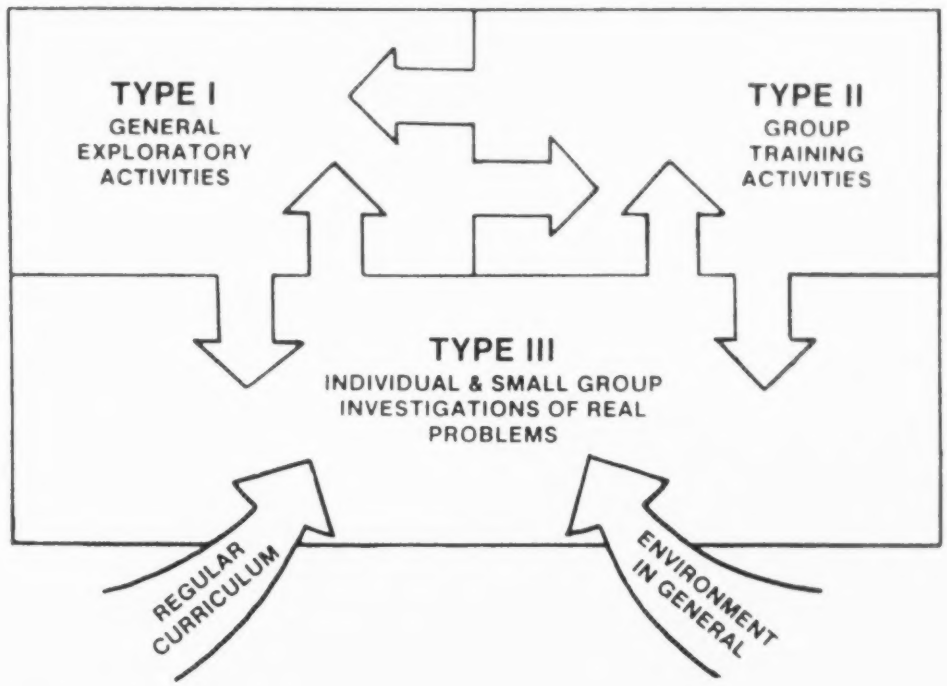
critical thinking, problem solving, reflective thinking, inquiry thinking, divergent thinking, sensitivity training, awareness development and creative or productive thinking.

C. Type III Enrichment: Individual and Small Group Investigations of Real Problems

Type III Enrichment consists of activities in which the youngster becomes an actual investigator of a real problem or topic by using appropriate methods of inquiry. Type III Enrichment differs from typical independent studies in several important ways. First, the child takes an active part in formulating both the problem and the methods by which the problem can be attacked. Second, there is no routine method of solution or recognized correct answer although there may be investigative techniques upon which to draw and criteria by which a product can be judged. Third, the area of investigation is a sincere interest of an individual (or small group) rather than a teacher-determined topic or activity. And, finally, the youngster engages in a Type III activity with a producer's rather than consumer's attitude, and in doing so, takes the necessary steps to communicate his or her results in a professionally appropriate manner.

Figure 2

THE ENRICHMENT TRIAD MODEL



From: The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented.
J.S. Renzulli
Creative Learning Press, 1977

Sample Performance Objectives:
Adapting to Learning Disabled Students

Students will choose areas for study based on interest and strengths, and personal learning style. These may be found through lectures, demonstrations, interest centers, performances, field trips, community resources, films and other media.

Students will master concepts in the following areas: method of inquiry, problem solving, creative thinking, and advanced thinking skills such as analysis, synthesis, and evaluation.

Students will recognize relationships between past information and new information through the use of rules and categories previously learned (French, 1984). For example, vocabulary development might be taught by beginning with words in the child's interest/strength area and building upon these.

Students will be able to attend to task through the use of meaningful and motivating material. (French, 1984)

Students will consider developing skills other than academic, such as mechanical, musical, arts and crafts, and others that can offer success in non-academic areas by engaging in projects of personal interest in these areas. (Maker) The use of multi-sensory channels will be stressed.

Lois Huntley
Norwich Connecticut Public Schools

Action Information: Key Characteristics

1. Action information cannot be gathered at the beginning of the school year by questionnaires, rating scales, or checklists.

2. Action information is always something that grows out of the interests of children.

3. Action information is more subjective than status information and is highly dependent on the intuitive thoughts, reactions, and observations of the teacher.

4. There is no one "best" situation in which action information can be observed.

Renzulli (1985)

Comparison of Intervention Strategies

Needs	Traditional Special Education Interventions	Necessary Modifications for Students with High Intellectual Potential
Rational approach for emotional adjustment	Decisions made for student	Student encouraged to confront the duality of his learning behaviors and helps decide on coping strategies
Classroom organization	1. Structured; designed to minimize interaction and maximize work 2. Teacher-oriented 3. Opportunities for verbalization are minimal	1. Self-directed 2. Engage in active inquiry 3. Stimulating intellectual activity
Instructional style and curriculum	1. Modality-based 2. Devices for increasing memory 3. Basic skills focus	1. Methods of inquiry 2. Problem solving 3. Creative thinking 4. Student interaction maximized 5. Emphasis on advanced thinking skills (analysis, synthesis and evaluation)

Joanne Whitmore (1980)

The Norwich Model

Learning disabled students in the Norwich Public Schools receive instruction in the resource room for a specified amount of time and for those subjects in which they display a severe discrepancy between potential and achievement. Naturally, these are clearly defined and delineated in the Individualized Education Program.

For those students also identified as SHOP students, enrichment objectives are also written in the Individualized Education Program. Our elementary school students spend four days per week on remediation and one day a week on enrichment. This is a rule of thumb and may be amended to suit the needs of each learning disabilities teacher and her resource room.

At the junior and senior high, a mentorship model has been successfully used. Students with a strong interest in a particular area are matched with an adult. The two work together at a mutually agreed upon time and place.

Action Information: Pinpointing Markers Especially for Gifted/Learning Disabled Students

- Student who always asks questions about a particular topic, area of study, etc.
- Student who always talks about (indeed, in certain cases bores people with) an outside interest, hobby, collection, or area of recreational activity.
- Student who is labeled by other children (not always in a complimentary fashion) for having a particular interest (e.g., "the mathematical marvel", "the computer freak", "the poet in residence", "the mad scientist").
- Students whose extracurricular activities are far more important to him or her than the regular curriculum.
- Student who shows unusual emotion about a perceived injustice or human/social problem (e.g., child who just "can't stand it" because the community does not have an easy access program for handicapped persons, a stray animal shelter, a competitive sports program for girls).
- Student who asks questions about things that are not a part of the lesson or regular curriculum and wanders off into "far out" areas.
- The class clown or ordinarily lackadaisical student who suddenly becomes very serious and immersed in a particular area.
- Student who is a clever humorist and can see interesting and sometimes zany or whimsical connections with what are otherwise considered to be serious situations.
- Student whose parents report that he or she has set up a laboratory, photographic darkroom, or other special interest area "on his or her own".
- Student who is willing to use his or her own time to pursue an interest.
- Student who goes out of his or her way to make a point, prove someone else to be wrong, or presents a serious disagreement with the teachers, a noted authority, or a particular law or regulation.

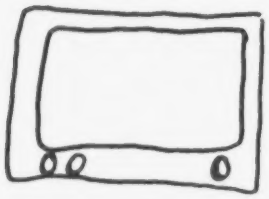
Prepared by Lois Huntley, Norwich Connecticut Public Schools
Adapted from Joseph Renzulli

Alternative Sources for Gathering Information

Your Public Library: Not Just For Readers Anymore!

"In the near future, a reference to the composer, Johann Sebastian Bach on compact disc might include a write-up about Bach, a biographical film, and an audio segment of a Bach concerto"
Gretchen Hammerstein, Library Director

With today's high technology, your librarian has become a mixed-media center. If your students show an interest in something which requires advanced knowledge and you know they will be unable to gain that knowledge from reading, don't despair! Here is a sampling of the other available resources at your library:



Records

Films

Audio Cassettes

Talking Books

Compact Discs

Video Cassettes

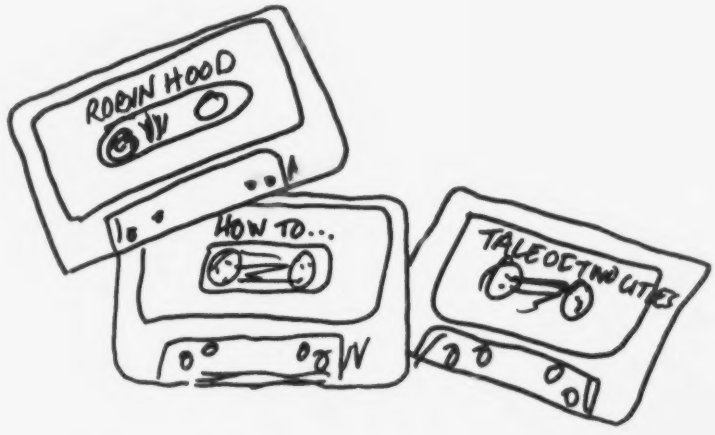
Sculptures

Art Prints

How To's

and the most important: Your Librarian

Although some libraries will not have a formal listing of these materials, your librarian can help you obtain any materials you needs for individual student needs.



Lois Huntley
Norwich Connecticut Public Schools

Management Plan for Individual and Small Group Investigations

This plan is developed by each student to develop and complete a Type III activity.

NAME:

BEGINNING DATE:

ESTIMATED ENDING DATE:

PROGRESS REPORTS DUE:

GENERAL AREA OF STUDY (may be school-related or not):

SPECIFIC AREA OF STUDY: What is the problem you plan to investigate? What are your objectives? What do you hope to find out?

INTENDED AUDIENCE: Who would be interested in your findings? List the groups: their names, addresses, and any other useful information about them.

INTENDED PRODUCTS AND OUTLETS: What form will your final product take? How will you communicate your results to your audiences? What outlets are used by professionals in this field?

GETTING STARTED: What are the first steps you must take to begin this investigation? What information do you need to solve this problem? How will you gather, classify, and present your data?

METHODOLOGICAL RESOURCES AND ACTIVITIES: List names and addresses of people who can provide you with assistance. Find and list how-to books and resources available in this area of study. List other resources such as special equipment that you will need. Keep a log of your activities to present at progress report times.

Lois Huntley
Norwich Connecticut Public Schools

Choosing a Product and Making It Work

The three components of a Type III project are intertwined. The topic, product, and audience work together to create an appropriate, if simple, contribution to the field of study. We offer these suggestions to get you going:

If the audience is:	Then an appropriate product might be:
Primary grade students	Teach a lesson to the class Create a puppet show Make a simple game Create a bulletin board Create a slide show or animated movie
Intermediate grade students	Make a simulation game Make a mural Make a comic book Make a collection and display it Create a model Prepare and do a survey Design an experiment Make a riddle
Teachers	Create a bulletin board Design a crossword puzzle Write a computer program Teach a lesson Make transparencies Create a word-play game
General Public	Create a slogan Circulate a petition Hold a press conference Hold a debate Draw a map Write and tape a conversation Create an advertisement Write a Letter to the Editor Prepare a TV show

Lois Huntley
Norwich Connecticut Public Schools

In Summary:

This year, as you prepare for annual reviews, or test students for possible placement in your program, look for students with a Verbal or Performance IQ score of 120 or above. Try taking a second look with the three-ring concept of giftedness in mind.

Look for discrepancies in achievement among test scores: can you find areas of strength, especially as compared to areas of weakness? What are the implications of those specific strength areas for programming? Strengths in verbal or mathematical reasoning or in visuo-spatial performance might suggest different appropriate strategies for such a student.

With this information in hand, you may begin to look for specific areas of interest, where task commitment and creativity may be lurking in the background, ready to be developed and utilized to improve the self-image and emotional well-being of your student. Ask some questions about out-of-school activities such as hobbies, collections, places the student enjoys visiting, style of working, lessons taken, and any other your conversation might lead to.

Lois Huntley
Norwich Connecticut Public Schools

The Proof of the Pudding

WHAT HAVE OUR SHOP STUDENTS DONE?

- Two boys have completed projects on insects. One boy studied monarch butterflies, the other, spiders. They devised and conducted a survey of their classrooms about each insect and used the results for continued study.

- One boy studied beavers. He read and took notes, received information from the State DEP, and visited a beaver dam in Salem. He then built his own model of a beaver dam.

- One girl completed a number of small projects. She wrote a story changing the end of the story of Pandora's box; she developed a word search about the planets and constellations which her regular class was studying at the time; she made a puppet on her own, reading and following directions.

CURRENTLY:

- One boy is studying how to train parrots. He owns parrots and would like to learn to train his and share the information with his classmates.

- One boy is studying magic and will perform a show for his class.

- One girl is rewriting fairy tales and making puppets to give a show to kindergarten classes.

- One boy had an interest in jets and wrote to Pratt and Whitney Aircraft. They returned material to him. He read that birds can be a problem for jets as they sometimes fly into the engines. He designed a screen for jet engines and returned his plan to PWA.

- One boy has an interest in the Titanic and is building a model of it.

Lois Huntley
Norwich Connecticut Public Schools

TYPE II SKILLS: NO READING, WRITING, CALCULATING NEEDED!

BRAINSTORMING

1. Think of lots of ideas
2. Think of crazy ideas
3. Add to ideas, get ideas from each other: "piggy-backing" is okay
4. NO CRITICIZING!!!

TIPS: Your best ideas come at the end of a brainstorming session - allow enough time.

If the number or quality of ideas lag, it is okay for the leader to jump in with an idea to get the group thinking again.

Piggy-backing and "no critizing allowed" should encourage non-verbal students to participate.

PLANNING

1. Decide on your goal or objective: what EXACTLY is it you wish to plan for?

2. List, in order, all the steps you will need to complete this project. TIP: Sometimes it is easier to start with the last step and work backwards. This may aid students who have difficulty sequencing events.

3. List all materials and equipment you will need to complete this project. TIP: Sometimes it helps to visualize yourself completing each step of the project in order to get a complete list of materials you will need. Using visualization may help students who have trouble planning in words.

4. What are the problems you might encounter in attempting to complete this project? TIP: Use the decision-making process to solve these problems.

DECISION-MAKING

1. Brainstorm the many different things you could do.

2. Try to pinpoint several criteria to evaluate your brainstormed ideas. These must be based on what you originally wanted to accomplish and on the limitations (such as time and money) you have.

3. Using these criteria, evaluate each alternative and choose the best one.

4. Give reasons for your choice.

HOW CAN I USE THESE STRATEGIES WITHIN MY CURRICULUM?

TIPS:

- These strategies must be taught
- These strategies must be modeled in a whole class lesson
- These strategies must be practiced in small groups and by individual students
- These strategies may take 2-3 years to become internalized by students

Suggested uses:

- How to get my homeowrk done
- New endings for old stories
- Planning parties
- Completing regular class assignments

Thanks to Barry Beyer, Carol Schlicter, and Donald Treffinger for their ideas in these strategies.

Lois Huntley
Norwich Connecticut Public Schools

STUDENT PRODUCT ASSESSMENT FORM

Joseph S. Renzulli, Ph.D. University of Connecticut
Sally M. Reis, Ph.D. University of Connecticut

1. Early Statement of Purpose

Is the purpose (theme, thesis, research question) readily apparent in the early stages of the student's product? In other words, did the student define the topic or problem in such a manner that a clear understanding about the nature of the product emerges shortly after a review of the material?

For example, in a research project dealing with skunks of northwestern Connecticut completed by a first grade student, the overall purpose and scope of the product are readily apparent after reading the introductory paragraphs.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

2. Problem Focusing

Did the student focus or clearly define the topic so that it represents a relatively specific problem within a larger area of study?

For example, a study of "Drama in Elizabethan England" would be more focused than "A Study of Drama".

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

3. Level of Resources

It there evidence that the student used resource materials or equipment that are more advanced, technical, or complex than materials ordinarily used by a student at this age/grade level?

For example, a sixth grade student utilizes a nearby university library to locate information about the history of clowns in the twelfth through sixteen century in the major European countries.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

4. Diversity of Resources

Has the student made an effort to use several different types of resource materials in the development of the product? Has the student used any of the following information sources in addition to the standard use of encyclopedias: textbooks, record/statistic books, biographics, how-to-do-it books, periodicals, films and filmstrips, letters, phone calls, personal interviews, surveys or polls, catalogs and/or others?

For example, a fourth grade student interested in the weapons and vehicles used in World War II reads several adult-level books on the subject which included biographies, autobiographies, periodicals, and record books. He also conducted oral history interviews with local veterans of World War II, previewed films and filmstrips about the period and collected letters from elderly citizens sent to them from their sons stationed overseas.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

5. Appropriateness of Resources

Did the student select appropriate reference materials, resource persons, or equipment for the topic or area of study?

For example, a student who is interested in why so much food is thrown away in the school cafeteria had to contact state officials to learn about state requirements and regulations which govern which must and can be served in public school cafeterias. With the aid of her teacher, she also had to locate resource books on how to design, conduct and analyze a survey.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

6. Logic, Sequence, and Transition

Does the product reflect a logical sequence of steps or events that ordinarily would be followed when carrying out an investigation in this area of study? Are the ideas presented clearly and logically and is there a smooth transition from one idea or subtopic to another?

For example, a student decided to investigate whether or not a section of the city needs a new fire station with a salaried staff rather than the present volunteer staff. First, the student needed to research different methods of investigative reporting such as appropriate interview skills. Next, the student conducted interviews with both salaried and volunteer fire station staff. He then needed to learn about methods of survey design and reporting in order to analyze local resident opposition or support for the new fire station. After other logical steps in his research were completed, his accumulated findings led him to interviews with the Mayor and the Board of Safety in the city and then to several construction companies that specialized in bids on such buildings. His final product was an editorial in the local newpaper with reflected his research and conclusions.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

7. Action Orientation

Is it clear that the major goal of this study was for purposes other than merely reporting on or reproducing existing information, ideas or knowledge? In other

words, the student's purpose is clearly directed toward some kind of action (e.g., teaching ways to improve bicycle safety, presenting a lecture on salt pond life); some type of literary or artistic product (e.g., poem, painting, costume design); a scientific device or research study (e.g., building a robot, measuring plant growth as a function of controlled heat, light, and moisture); or some type of leadership or managerial endeavor (e.g., editing a newspaper, producing/directing a movie).

For example, a student decided to study the history of his city. After an extensive investigation, the student realizes that other history books have been written about the city. He finds, instead, that no one has ever isolated specific spots of historical significance in the city which are easily located and accessible. He begins this task and decided to focus his research to produce an original historical walking tour of the city.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

8. Audience

Is an appropriate audience specified or readily apparent in the product or management plan?

For example, the student who research the history of his city to produce an original walking tour presents his tour to the city council and the mayor. They, in turn, adopt it as the official walking tour of the city. It is reproduced in the city newspaper and distributed by the local historical society, library, and given out to registered guests in the city's hotels and motels.

5	4	3	2	1	NA
to a great extent		somewhat		to a limited extent	

9. Overall Assessment

Considering the product as a whole, provide a general rating for each of the following factors in the space provided to the right of the item:

Scale: 4 = Outstanding 3 = Above Average 2 = Average 1 = Below Average

A. Originality of the idea. _____

B. Achieved objectives stated in plan. _____

C. Reflects advanced familiarity (for age) with the subject matter. _____

D. Reflects a level of quality beyond what is nomally expected of a student of this age and grade. _____

E. Reflects care, attention to detail, and overall pride on the part of the student. _____

F. Reflects a commitment of time, effort, and energy. _____

G. Reflects an original contribution for a youngster of this age/grade level. _____

Norwich Connecticut Public Schools

SHOP
STUDENT PRODUCT ASSESSMENT FORM

Name _____ Date _____

Teacher _____ School _____ Grade ____

Product (Title and Brief Description) _____

_____

Number of Weeks Student Worked on Product _____

Factors	Rating*	Not Applicable
1. Early state ment of purpose	_____	_____
2. Problems focusing	_____	_____
3. Level of resources.	_____	_____
4. Diversity of resources.	_____	_____
5. Appropriateness of resources.	_____	_____
6. Logic, sequence and transition.	_____	_____
7. Action orientation.	_____	_____
8. Audience.	_____	_____
9. Overall Assessment		
a. Originality of the idea	_____	
b. Achieved objectives stated in plan. .	_____	
c. Advanced familiarity with subject . .	_____	
d. Quality beyond age/grade level. . . .	_____	
e. Care, attention to detail, etc. . . .	_____	
f. Time, effort, energy.	_____	
g. Original contribution	_____	

Comments:

Person completing this form _____

* Rating Scales:

Factors 1-8

G - To a great extent
S - Somewhat
L - To a limited extent

Factors 9A-9G

O - Outstanding for Project Search Students
AB - Above average for Project Search Students
A - Average for Project Search Students
B - Below average for Project Search Students
P - Poor for Project Search Students

Renzulli (1985)

SHOP
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Whitmore, Joanne Rand, Giftedness, Conflict, and Underachievement, Allyn and Bacon, Inc., Boston, MA, 1980.

SHOP Enrichment Materials

I. Cognitive and Affective Training

A. Creative Thinking

Creative Capers by Linda Schwarz, published by: The Learning Works, P.O. Box 6187, Santa Barbara, CA 93160.

All of the following are published by: GCT Publishing Company, 350 Weinacker Avenue, P.O. Box 6448, Mobile, AL 36660-0448

Hippogriff Feathers by Bob Stanish
Imagery and Creative Imagination by Joe Khatena
Imaging by Mary Seyba
Sunflowering by Bob Stanish
Times to Treasure by Mary Micallef
Unconventional Invention Book by Bob Stanish

B. Creative Problem Solving

Creative Problem Solving for Kids by Bob Eberle and Bob Stanish

C. Critical Thinking Skills

These are published by: Dandy Lion Publishers, P.O. Box 190, San Luis Obispo, CA 93406

Logic Games: Hometown, USA
How's In Charge Here?
Who lives in the Igloo?
Who Owns the Unicorn?

Thinkathon 1
Thinkathon 2 by Charlotte Jaffe and Barbara T. Roberts

D. Affective Thinking

These are published by GCT Publishing Co.:

Affective Education Guidebook by Bob Eberle and Rosie Emery Hall
Building Communication Skills

II. Focusing, Planning and Managing a Type III Project

Asking Questions, Finding Answers by Dianne Draze
Design-A-Project by Dianne Draze
I'm an Expert by Mel Cebulash
Mission: Possible by Irene Toovey and Barbara Midzgorski
More-Creative Investigations by Linda Spellman, published by Dandy Lion

The following is published by A.W. Peller Associates Inc., Educational Materials, 124 Rea Avenue, Hawthorne, NJ 07506:

Reach Each You Teach by Donald Treffinger, Robert L. Hohn, and John F. Feldhusen

The following is published by Engine-Uity, P.I. Box 9610, Phoenix, AZ 85068:

Independent Study Kit

The following is published by IRSN, P.O. Box 573, Littleton, MA 01460:

Independent Student Research Notebook

These are published by Creative Learning Press, Inc., P.O. Box 320, Mansfield Center, CT 06250:

The What, How, And Why of Interest Development Centers by Berdine Spector Stoltz and Pamela Warga Saloom

For more materials to order:

The Almost Whole Earth Catalog of Process-Oriented Enrichment Materials by Emily Stuart and Martha Howard Dean.

No-Fail Entry Activity

You can teach critical and creative thinking skills using holiday fruits, vegetables, or symbols of any kind.

Example: Pumpkins and apples for Halloween or Thanksgiving

Comparing: How are they alike?
How are they different?

Brainstorming: Ideas for the questions above can be brainstormed.

Forcasting: How many seeds in a pumpkin? Does the number vary with size?

Compare with the seed count in apples: look for patterns or similarities and differences between the pumpkins and the apples.

Hypothesizing: If the small pumpkin has 200 seeds, how many do you think the large pumpkin might have? Count to see if you were right!

Creative Thinking (fluency, flexibility, originality, elaboration): What would happen if pumpkins had eggs inside? If pumpkins were purple?

Analogies: Compare other fruits to attributes of pumpkins and apples. For instance, is a pear more like an apple or a pumpkin? In what specific ways (e.g., solid meat inside)?

Example: Christmas

List symbols and ideas associated with Christmas. Then, make another list next to it using symbols and ideas associated with another holiday. Try to match up the symbols of each holiday by finding ways they are similar. This may include everything from purpose to number of letters in each word.

ivy	red
angel	candy
carol	lace
red	cards
green	love
presents	cupid
decorations	arrows
Santa Claus	snow
reindeer	valentines
birthday	

For a real challenge, add symbols of Easter to the empty space and try matching up all three!

Lois Huntley
Norwich Connecticut Public Schools

Norwich Connecticut Public Schools

SHOP
PROGRAM EVALUATION

Students' Survey

1. I talked about my project at home with my family and/or friends. Check your answer. _____ Yes _____ No

2. I got help at home with my project. _____ Yes _____ No
If yes, please list what help you did get:

_____

_____

3. I enjoyed school more after I began working on my project. _____ Yes _____ No

4. I really enjoyed working on my project. _____ Yes _____ No

5. List all the good things about working on your project.

_____

_____

_____

6. List all the things about working on your project that were hard for you.

_____

_____

_____

7. I was so excited about doing my project that I could hardly wait to finish it.

_____ Yes _____ No

8. Doing my project helped me to find out how smart I could be. _____ Yes _____ No

9. I would like to do a project again next year. _____ Yes _____ No

10. How much time would you like to have to work on your project next year? Check one:

_____ I would like to spend more time doing my project next year.

_____ I would like to spend the same amount of time on my project next year.

_____ I would like to spend less time doing my project next year.

Thank you! See you in September!

Lois Huntley
Norwich Connecticut Public Schools

Norwich Connecticut Public Schools

SHOP
PROGRAM EVALUATION

Parents' Survey

1. My child discussed his SHOP project at home with family members and/or friends.

Seldom		Occasionally		Often	Don't Know
1	2	3	4	5	

2. My child expressed to me his/her commitment to completing his/her SHOP project.

Yes No (Circle one)

3. I helped my child by offering suggestions and guiding him/her through solving problems related to his/her SHOP project.

Seldom		Occasionally		Often
1	2	3	4	5

4. After starting his/her SHOP project, my child's desire to go to school increased. He/she seemed to look forward to going to school more than before his/her SHOP participation began.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

5. My child seemed strongly interested in the topic of his/her SHOP project.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

6. My child' self-esteem and feelings about himself/herself seemed to improve as a result of his/her participation in SHOP.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

7. What are the positive words you would use to describe your child's participation in SHOP? List as many as possible. (Please continue on back if needed)

8. What are the negative words you would use to describe your child's participation in SHOP? List as many as necessary. (Please continue on back if needed)

9. I would like my child student to participate in SHOP again next year.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

10. One period per week spent on SHOP activities is appropriate for my child vis-a-vis his total LD programming.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

11. If you disagree, please explain what alternative might be more appropriate for your child, in your view. (Please continue on back if needed)

Lois Huntley
Norwich Connecticut Public Schools

Norwich Connecticut Public Schools

SHOP
PROGRAM EVALUATION

Teachers' Survey

1. My SHOP student discussed his SHOP project at home with family members and/or friends.

Seldom		Occasionally		Often	Don't Know
1	2	3	4	5	

2. My SHOP student expressed to me his/her commitment to completing his/her SHOP project. Yes No (Circle one)

3. I helped my SHOP student by offering suggestions and guiding him/her through solving problems related to his/her SHOP project.

Seldom		Occasionally		Often
1	2	3	4	5

4. After starting his/her SHOP project, my SHOP student's desire to go to school increased. He/she seemed to look forward to going to school more than before his/her SHOP participation began.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

5. My student seemed strongly interested in the topic of his/her SHOP project.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

6. My student's self-esteem and feelings about himself/herself seemed to improve as a result of his/her participation in SHOP.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

7. What are the positive words you would use to describe your student's participation in SHOP? List as many as possible. (Please continue on back if needed)

8. What are the negative words you would use to describe your student's participation in SHOP? List as many as necessary. (Please continue on back if needed)

9. I would like my SHOP student to participate in SHOP again next year.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

10. One period per week spent on SHOP activities is appropriate for this student vis-a-vis his total LD programming.

Strongly Agree		Agree		Strongly Disagree
1	2	3	4	5

11. If you disagree, please explain what alternative might be more appropriate for your student, in your view. (Please continue on back if needed)

Lois Huntley
Norwich Connecticut Public Schools